

Recommended Texts*	Resources *

\* List your recommended texts and resources - we will be collecting them at the end of the year.



**Yvonne Caamal Canul**  
*Superintendent*

**Mark Coscarella, Ed.D.**  
*Deputy Superintendent*

**Mara Lud**  
*Executive Director for Student Learning*

**Delsa Chapman**  
*Director of Magnet Programs & High Schools*

**Many thanks to...**  
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

Kindergarten • First Quarter  
*Pacing Guide*



*Social Studies*

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage [www.lansingschools.net](http://www.lansingschools.net) under Links.



Recommended Texts*	Resources*

\* List your recommended texts and resources - we will be collecting them at the end of the year.



**Yvonne Caamal Canul**  
*Superintendent*

**Mark Coscarella, Ed.D.**  
*Deputy Superintendent*

**Mara Lud**  
*Executive Director for Student Learning*

**Delsa Chapman**  
*Director of Magnet Programs & High Schools*

**Many thanks to...**  
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

Kindergarten • Second Quarter  
*Pacing Guide*



*Social Studies*

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage [www.lansingschools.net](http://www.lansingschools.net) under Links.

Kindergarten Social Studies Second Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p><i><b>This is not a focus area during this quarter.</b></i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>K - G1.0.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> understand that maps and globes show where places are in the world.</p> <p><b>K - G2.0.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> name and describe places in my environment where I am; my home, my school, and my classroom.</p>	<p><b>K - C5.0.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> tell about times I have made good choices.</p> <p><input type="checkbox"/> <b>I CAN</b> describe some of the responsibilities I have at home and school.</p>	<p><i><b>This is not a focus area during this quarter.</b></i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>K - P3.1.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> tell about a problem we are having in the classroom.</p> <p><b>K - P3.1.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> graph data about a classroom problem.</p> <p><b>K - P3.3.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> tell you how I feel about an issue (something happening, a problem) in my classroom.</p>
Vocabulary				
	Globe Map World	Responsibility		Data Graph Issue



Recommended Texts*	Resources *
<div></div>	

\* List your recommended texts and resources - we will be collecting them at the end of the year.



**Yvonne Caamal Canul**  
*Superintendent*

**Mark Coscarella, Ed.D.**  
*Deputy Superintendent*

**Mara Lud**  
*Executive Director for Student Learning*

**Delsa Chapman**  
*Director of Magnet Programs & High Schools*

**Many thanks to...**  
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

Kindergarten • Third Quarter  
*Pacing Guide*



*Social Studies*

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage [www.lansingschools.net](http://www.lansingschools.net) under Links.

Kindergarten		Social Studies		Third Quarter	
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement	
<p><b>K - H2.0.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> listen to a story that happened a long time and tell you what happened at the beginning, middle, and end of the story.</p> <p><b>K - H2.0.4</b></p> <p><input type="checkbox"/> <b>I CAN</b> tell you how people learn about things that happened a long time ago.</p>	<p><b>K - G5.0.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> tell about how people use our environment to get what we need and want.</p>	<p><i><b>This is not a focus area during this quarter.</b></i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>K - E1.0.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> tell others about things I have wanted.</p>	<p><b>K - P3.1.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> compare how I feel about a class-room issue with how another person feels.</p>	
Vocabulary					
History	Environment Need Want		Need		

Recommended Texts*	Resources*
<div></div>	

\* List your recommended texts and resources - we will be collecting them at the end of the year.



**Yvonne Caamal Canul**  
*Superintendent*

**Mark Coscarella, Ed.D.**  
*Deputy Superintendent*

**Mara Lud**  
*Executive Director for Student Learning*

**Delsa Chapman**  
*Director of Magnet Programs & High Schools*

**Many thanks to...**  
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

Kindergarten • Fourth Quarter  
*Pacing Guide*



*Social Studies*

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage [www.lansingschools.net](http://www.lansingschools.net) under Links.

Kindergarten		Social Studies			Fourth Quarter
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement	
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><b>K - E1.0.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> describe goods and services.</p> <p><input type="checkbox"/> <b>I CAN</b> draw goods and services.</p> <p><b>K- E1.0.3</b></p> <p><input type="checkbox"/> <b>I CAN</b> draw and tell about a picture that shows someone trading for something they want.</p>	<p><b>K - P4.2.1</b></p> <p><input type="checkbox"/> <b>I CAN</b> make a plan to let other people know about a public issue in our classroom.</p> <p><input type="checkbox"/> <b>I CAN</b> put the plan into action.</p> <p><b>K - P4.2.2</b></p> <p><input type="checkbox"/> <b>I CAN</b> work on a project to help others.</p>	
Vocabulary					
			Goods Services Trade	Action plan Common good Public issue	